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# *The School Counselor*

JOURNAL OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION

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## American School Counselor Association

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## Our President Writes

The annual fall meeting of the Board of Governors was held as scheduled in the Hotel Tuller in Detroit, Michigan, on October 12 and 13. With one exception, the entire Board was assembled. We regret that illness of Mrs. Bradford made it impossible for our Board Member, Mr. Henry D. Bradford, of Utah, to be with us.

The revision of the Constitution formed one major item on the agenda for the meetings. The proposed revisions are now ready to be submitted to the membership for consideration and approval. Within a very short while, copies of the proposed revisions will be sent to each member and it is hoped that every member will return the ballot on which he will indicate his acceptance or rejection of each change. The organization and administration of ASCA takes place within the framework of its Constitution and it is important that this Constitution be both workable and flexible. Your opinion on this matter is important to us.

Membership reports from Douglas Dillenbeck, who is chairman of the ASCA Membership Committee, continue to be most encouraging and it was with a great deal of pleasure that we noted that ASCA is now the second largest division of APGA. We have hardly begun to tap the potential membership for ASCA and the continued fine work of Mr. Dillenbeck and his state membership chairmen will undoubtedly bring us many more members before the Convention in April.

Miss Alice Moore, our Program Chairman from Dearborn, Michigan, gave us a preview of the convention program and it offers many attractive features. There will be field tours, interest section meetings, background sessions in psychology and sociology, in which vital material will be presented by outstanding people from guidance and related fields. This will be your opportunity to talk with many of the people whose names are well-known in guidance. Now is the time to plan to be in Detroit for the Convention at the Statler Hotel, April 15 to 19, 1957.

Dr. Harry Smallenburg, our President-Elect, from Los Angeles, is working with a committee on the problem of grass-roots activities and branch organization. He will present a report to the business meeting to be held during the Convention and it is hoped that we may have some very specific proposals for your approval at this meeting. Dr. Smallenburg will welcome questions and suggestions from our members. If you are working on problems relative to organization or activities either on the state level or the local level, he will be glad to hear from you. The strength of ASCA will be no greater than the strength of our local groups. There is a great deal to be done in the professionalization of school counseling and the in-

fluence of local activities can be great. No matter how fine convention programs may be or how valuable our publication *The School Counselor* may be, the ultimate impact on standards in school counseling will come from the people who are working in local communities.

Your President attended the Executive Council Meetings of APGA which followed the ASCA meetings. The sessions were quite inspiring and it is evident that APGA is growing rapidly and is making its influence felt not only in the national scene but internationally as well. APGA is indeed fortunate to have the able leadership which Dr. Arthur Hitchcock has brought to us in his position as Executive Secretary.

As you know, APGA must find new headquarters and a building commission has been considering the problem and will make a report to the assembly at the spring convention. If we are to finance new headquarters, APGA must raise considerable money in the immediate future. Plans for such fund raising will be announced at the Convention. They will probably include opportunities for long term membership subscriptions. This will be our opportunity to make some sacrifices in order that we may enable APGA to continue to grow. It is your President's personal conviction that ASCA and APGA have major contributions to make in the area of personnel work. We are counting on the members of ASCA to lend heavy support to this most worthwhile endeavor.

## Editorial

At the APGA Executive Council meeting in Detroit October 13 and 14, Arthur Hitchcock, our executive secretary, announced that ASCA is now the second largest division in APGA. Membership figures as of October 9 1956 indicate a total approved membership of 1,097 with 677 applications, for membership in process. In all probability a majority of these will be approved. This would give ASCA a total membership of 1,774. A comparison of this figure with our total membership of last year—1,350—shows the significant growth we have made. The lion's share of the credit for this tremendous upsurge in membership must go to the inspired leadership of Douglas Dillenbeck, the membership chairman, and his enthusiastic and untiring state membership chairmen.

In spite of this phenomenal growth we must guard against becoming complacent. The latest national survey reports that there are some 25,000 full and part-time counselors on-the-job in public schools throughout the United States. In addition, the schools in Canada have an increasing number of counselors on-the-job. Our total of 1,774 will represent only a small part of this active counselors' group. Each of these 25,000 counselors who

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# If I Were - - -\*

CLIFFORD P. FROELICH

*University of California at Berkeley*

I have entitled my talk, "If I Were ---," and I can give you the rest of the title now. It is this: "If I were a Counselor." Let me just specify certain conditions so that we can think rather specifically about this problem of being a counselor: if I had half time or less assigned me for counseling duties; if I were the only person in a school with assigned time for guidance duties; and if I were the first person to get this job in the school. You can visualize, then, a small school with a half-time counselor. And, I'm the first counselor that they have had.

## *First I Would—*

If I were this counselor what would I do? Well, the first thing I would do is try to get square with my principal. I'd reach certain understandings with him. Some of the understandings that I will talk about this afternoon are understandings that I didn't reach with my principal when I came fresh out of graduate school and came into his school system as a counselor. I will tell you about some of the mistakes that I made. The first thing in dealing with my school principal as a counselor is that I would recognize that he is the administrative head of the school. He will appreciate this. Frankly, when I first went to work I didn't appreciate this fact. My principal didn't appreciate the fact that I didn't appreciate the fact that he was head of the school either. We got into certain difficulties. But I've taken enough school administration courses to know that professors of school administration, who usually are ex-school administrators, have a way of indoctrinating persons being trained to be school administrators into believing that they really are the head of the school. It's a sort of an initiation into the culture, and you can't be a good principal until you really do think you are the boss of the school. Now I agree with this; I think this is the way that you must have a school operate. And, because he is the head of the school he also has certain responsibilities to his staff members. So you can go ahead and chuck him under the chin and say, "Look old boy, you're the head of the school," and he can pop up and say, "That's right, I am." And, then as a counselor you can say to him, "All right, as head of this school you have the responsibility for sitting down with me and coming to some very definite agreements as to my role in your

\* An address given to a joint meeting of the San Joaquin Valley Guidance Association and Region III of the California Association of Secondary School Administrators at Tulare High School

school." A counselor should feel free to go to his administrator and say, "Let's define my role. Let's not have it a nebulous one, that I simply do whatever happens to come into your mind today, and then tomorrow I do something else. Let's see where I stand in this school and what you want me to do."

### *What's My Line?*

Well, in talking it over with him in regard to what he might want me to do as a counselor, I would find out first of all whether he thought I was a sort of general mop-up man. Counselors can appreciate this. Am I the person and my office the place where the principal sends the emotional wrecks of the school, those pupils who really don't understand what the school is all about, by saying, "Well, you might sit down and talk with the boy's counselor. He can probably help you." If he thought this was my role, I would give him some argument because I don't think this is the role of a counselor. I believe that counselors as professional workers have a more constructive role than going around the halls picking up the pieces that are left over from faulty school administration and teaching.

### *The Group and I*

Secondly, I'd find out what responsibility he thought I had toward the group guidance program, but I'd want to make sure that he understood what I meant by group guidance. If group guidance, in his mind, is just another class, just a way of taking care of students who can't enroll in any of the academic subjects or don't do well in shop, then we'd have an argument. I'd want him to realize that a group guidance program could be a constructive experience for all kids in school, an opportunity for them to learn many of the human relations skills that they need, an opportunity for them to learn to understand themselves. If he would really believe that this was as brilliant an experience for the bright students in school as for the stupid ones, then I'd go along with him and I'd accept responsibility for a group guidance program.

### *My Primary Job*

But primarily in defining my role as a counselor, I would try to convince my principal that my job was to provide a unique kind of service in this school. And this unique service, I believe, is *counseling*: being able to sit down with pupils one at a time and in small groups if they have common problems; to develop a relationship with each of these pupils, a relationship in which this pupil feels free to consider the problems that are bothering him and to think the way he really does think, and not have to keep up a screen and try to think the way the school wants him to think. If I could

convince my principal that my primary job was as a counselor and I could convince him of the significance of the counseling program in a school, then I'd not have any trouble in my other relationships with him. But I am going to talk about some of these other relationships because some counselors work with principals who are not fully convinced that counseling is a unique, necessary service for individual pupils.

### *Where's My Line?*

Another understanding I would like to have with my high school principal is that I would like to find out from him what a guidance program should do. I would like to know, for example, when he wanted me to duck certain problems. Any counselor who is honest with himself will recognize that every once in a while a pupil will walk in with a problem that is just too hot for him to handle, particularly when he is employed in a public school situation. A problem of religious conflict in some communities is too hot for a counselor to handle; it can best be ducked by referring the student to his own minister or if he has no minister of trying to provide some kind of minor alleviation and let that problem go unhandled. For example, problems of sexual adjustment in some communities are problems that counselors had better duck because of the mores of the community. I think that counselors and principals ought to get together and decide when to duck some of the problems.

### *An Interpreter Be*

Counselors and principals ought to decide what relationship the guidance program is going to have with the community in general. This is where I made one awful mistake. When I came into a community I was invited to go to one of the service clubs as a luncheon speaker. When one program chairman got me then I was on the circuit for all of them and I was gone, it seems, noon after noon. I was always listed in the local papers as talking at this service club and that service club. Finally I got to talk at the service club where my principal was a member. And after the meeting he came up and blew his stack. Why did he blow up? Well, his point was that I was at the service club on school time and that I was talking about what I was doing as a counselor. He said, "What you should have been doing is speaking as a representative of the school and talking about what the school was doing in the way of a guidance program." And he's right! I think a counselor has a responsibility when he makes a contact with the community, and certainly he must have many contacts with the community. He must make them in the name of the school and he must interpret not only his own work and himself, but he must interpret the total school program. I believe this is the responsibility for all staff members.

*Principal Principle*

I believe it is part of the job of the guidance program to leave as much responsibility as possible with pupils, to give them a chance. In other words, when it comes to my relationship with my principal it works this way. I have talked with a student and sensed a real desire to assume responsibility for his own behavior. Creating this desire is more important than to inflict some kind of punishment on him. As a counselor, my best guess is that this boy if given a chance is able to assume this responsibility. If he does the principal is happy and says, "My, that counselor is doing a good job." But if the boy doesn't assume the responsibility that I thought he would and produces another incident, then I don't want the principal to come to me and say, "Well, look, you are being too soft. Why don't you clamp down?" The basic philosophy that must be accepted by both the principal and by counselors is that we are willing to take a calculated risk if we can get young folks to develop responsibility. You know from your own New Year's resolutions that every time you resolve to do something you don't necessarily do it. You slip sometimes and it may take you two or three New Years before you finally get the resolution through. The same thing is true of kids. In counseling relationships they make resolutions. They really mean them at the time and if we want to give them a chance, then an administrator has to have confidence in his counselor and recognize he's not just being soft, that he is not just trying to be the most popular person in the school. He's got to recognize that the counselor is making an honest professional evaluation of the situation and in his best judgment this is what's best for the kid even though some of these decisions are going to backfire.

*Assignment?*

There are a few minor things that I'll have to get straightened out with my school principal. One is that I would like to have it understood that I don't object to doing certain of the principal's work for him. I don't mind if he wants to take some of my counseling time and make me a vice-principal or an administrative assistant. I recognize that when he does this he is cutting into my counseling time, actually cheating on the guidance program that he planned for the school. I know of one counselor in a high school whose principal has very cleverly unloaded the job of making the school schedule on to him. He does it in words something like this: "Well now we want every student to be registered in exactly the course that's right for him," and the counselor has to agree with that. "We want the counselor to help in the registration process," and the counselor says, "Well that's a good idea," and then the *bite* comes, "Now you've got all the registration cards, why don't you just go ahead and fix out the schedule?" I say if a principal does this, that's his business; he's the head of the school;



he knows how he wants to divide that time. But he ought to recognize he is cheating on the guidance program. In every course of school administration I have ever taken it was said that making the class schedule was the principal's job, and not the counselor's job.

#### *Time?*

Another thing I'd like to have my principal believe is that the counselor's time is really sacred. There are times when he is going to be so short of teachers that he can't find substitutes so he is going to come and get me. I'm going to accept this as being necessary, emergencies always arise in schools. I will expect my free periods to be taken sometimes for performing some kind of administrative duty. This is to be expected of any staff member in the school, but I don't want to get in the position of one of my graduate students who stated her problem is that she really doesn't know whether she is counseling or substituting this year. Because a counselor has only one student in his office is no more justification for taking him out of the counseling office than it is to take a teacher away from her duties with a class of thirty-five. Both have assigned duties to perform at assigned times. It seems to me that the administrator ought to recognize this.

#### *Space?*

Another minor matter that I will ask is that the principal make sure that we have some space that is known as a counseling office. I would prefer not to have it in his waiting room because I don't think that the best counseling takes place outside the principal's door.

In our school a counselor was assigned the nurse's room as the counseling office. Of course, the nurse had to use it for the first period in the morning and for the first period after lunch to check the absentees, but he could have it for the other four periods of the day. But somehow or other, counseling in such an antiseptic place was just too much for him. He looked around and found down in the basement of our old high school a laundry. He asked to have that for a counseling office. He had one spot then in the school that was known as the place for students to go and talk freely. This was the place where they could look for the kind of relationship that would make them comfortable enough to consider their own problems. It is a symbol to students that here is a place where they can go and get this unique kind of relationship. This is where they can go for counseling.

#### *Budget?*

I would try with my principal to get some agreement on a budget. One counselor described his lack of budget in these words. "I was really wasteful because I had no way of planning. When a salesman would come through or when I would get an announcement of something that I thought would

be important for the guidance program in our schools, I would wait until I caught the principal in a good mood and see whether or not the slush fund would stretch to cover this item. Some days it would and some days it wouldn't." I believe that good school administration should include a definite budget for a counselor. And I think the counselor ought to be given freedom in planning expenditures from this budget.

### *Support?*

I think that the counselor needs and can expect that the principal will support the program. It is almost impossible for a counselor to be successful in a school where the principal does not give him wholehearted support. It is not that he can't develop a good relationship with kids—he can—even though the principal doesn't think much of the idea. But a guidance program is much more than just the work of the counselor. If you want an honest guidance program it has to permeate the whole staff and the principal has to be the key man. He has to set the pace where those teachers, and there are always a few, who are somewhat reluctant about joining in anything new but will follow along. You know the kind I am talking of; teachers who never meet you head-on with an objection, but they always give you the little kind of jobs and criticisms that interfere with the effectiveness of your work. But when the principal, the boss man, says we are lining up with guidance this year, they follow along.

### *To Help Teachers*

Now, in dealing with my principal in terms of the total staff there are some things I would try to get understood about my relationships with the staff. The first is that I would want the teachers in the school (and I would want the principal to interpret this to them) to get the idea that the guidance program is going to provide services for teachers. It is going to help teachers. These are some of the ways I'd probably do it. As counselor I'd try to include in my budget some short reading material and some literature for teachers on guidance techniques. I would leave guidance journals around the teacher's room. I would have little mimeographed quotations from some books like Hamrin's book on *Guidance Talks to Teachers*. I would expect that the principal would support me in this attempt to provide an informal kind of in-service training for the whole staff. I would avoid, if I could, being put into the position where I was calling formal teachers' meetings to have in-service training in the guidance area. I have been in public school work long enough to know that when somebody calls a teachers meeting at 3:30 in the afternoon and wants to train me that I'm not in the most receptive mood, and I presume that I am not much different from some other persons I know.

One of the best ways of in-service training that I know is through the case conference method. I sat in on a case conference just a couple of weeks ago in a school system where I am working as a consultant this year. I want to tell you about two teachers. The student being considered was failing in all of his subjects except art and in art he was getting a "B." The teachers were all there. They had all been asked to prepare comments about the student in writing before the case conference. At the beginning of the case conference, the English teacher freely admitted, "I don't know this boy very well; I have been so busy that I haven't done as much as I should for him. Now if you can make some suggestions as to what I should do, I'll be glad to do it." By the end of the conference this teacher had verbalized a plan by which she was going to try to provide special reading which she thought would be of interest to this boy. She had learned of some of his interests in the case conference. She was becoming a part of the guidance team. You can't expect that all teachers, however, in all case conferences are going to act the same way.

Another teacher, the mathematics teacher, said, "Well, he's just not doing good work for me." I said, "Well, what's wrong? What specific complaints do you have?" "Well, he can't do the basic fundamentals in arithmetic." At this point the counselor who was in charge of the case conference dragged out achievement tests and he was past the 8th grade in arithmetic fundamentals. I said, "Well, I just can't understand this. He either cheated on this examination or he forgot a lot since he took the examination because here he can do 8th grade arithmetic." This didn't soften her. So I said, "Well, do you have anything else?" "Well he does not bring his materials to class." And I said, "Well, what doesn't he bring to class? Doesn't he bring his books?" "Yes, he brings his book." "Doesn't he bring a pencil?" "No, he doesn't bring a pencil, he brings a pen." And I looked somewhat surprised. "Can't he work mathematics with a pen?" "Well, when he does he makes all kinds of mistakes and his paper gets all sloppy." Here is a teacher that needs to participate in a lot more case conferences. And I believe that by the end of the year if this teacher participates in more case conferences, she is gradually going to begin to change her attitude. But I believe that one of the responsibilities that a counselor in this school has is to try and work with this teacher and help her to get to the point where she can be more accepting of kids, accepting to the point at least where if pupils do sloppy work—it still doesn't mean that they don't know anything about arithmetic fundamentals.

### *Teachers Help, Too*

I would try to get teachers to work with me and I would expect the principal would help me get teachers to work with me. I think a teacher—

and I would expect a principal to support this point of view—has a responsibility for identifying those persons in her class who need counseling help and for making an adequate referral. And by making an adequate referral, I don't mean that it is at the end of the patience of the teacher when one day she says, "I just can't stand that kid in my class anymore," so she tells him, "Get out of here and go to the counselor's office. I don't want to see you anymore." That's not the way to make a referral. Some of you, a very few I am sure, have been sent to a principal's office when you were in high school. And I am sure you know that when you went to the principal's office you went with your defenses up and when he said, "What did you do?" you probably said, "I don't know," when you knew full well what you did. When he said, "What shall we do about it?" you defended yourself by saying, "I don't know." This is a pretty good defense against principals and students soon learn this. But this isn't the condition in which a counselor can best begin working with a pupil.

I believe that every teacher on a staff has a responsibility for interpreting to young folks what they might expect from a counseling relationship, for telling them what they might expect to happen to him when they get inside, and for helping them understand that this is a place where they should feel free to work on their problem.

Another thing that I would try to get the principal to work on with me is to get students to see the meaning of their school experience for them. What does it mean to fail your biology course? Does it mean simply that you can't go to Cal? Does it mean that you don't have the necessary dexterity to perform the lab experiments? Does it mean that you haven't learned yet how to study, that you have plenty of ability? An instructor has the responsibility for helping a student understand the meaning of that failure, so that he can use this failure as something about which he can build so that he can use it for constructive planning and not just as a weight around his neck.

### *Target Youth*

Well, I have talked about a lot of things today. I really do like the school administrators and I think all counselors do. We'd like school administrators a lot more if they would try to understand us and if they would help us understand them. We'd work together better than we do if we could come to some agreement as to what a counselor's job is, to some agreement as to what we are trying to do for kids in a counseling program.

# The High School Graduate—College or Military Service?

MARTIN H. IVENER

*Instructor, Woodrow Wilson High School, Los Angeles, California*

About this time of year high school seniors wonder about several things. Among them is the very important topic of military service. Shall I join the army? navy? Shall I start college and take a chance on being able to finish before getting drafted? Shall I enroll in college and attend a few semesters before I enter the service? What course should I pursue in college? Should I go to college at all?

High school teachers and counselors are being called upon daily to help boys and girls with these and many other problems. Under current legislation it appears that we will be facing the problem for some time. We should be able to give high school graduates accurate information concerning these questions so they will be better able to make an advantageous choice.

In addition to the above described problem, there is the necessity of advising students who *are* entering the armed forces on the subject of continuing their education while in the service. Information about what the prospective serviceman can expect in the way of educational opportunities will be of tremendous help to the young person entering the service.

First let us look at the various ways in which the military service obligation can be fulfilled. A young man has the following alternatives:

1. Enlist in a branch of the armed forces for a period of two or more years, followed by a reserve obligation.
2. Be drafted or volunteer for induction for a period of 24 months followed by three years in the ready reserve.
3. Volunteer for six months of active duty, followed by seven and one half years in the ready reserve (this requires that the boy be under eighteen and one half years of age).
4. Join a National Guard unit or reserve component and drill regularly until 28 years of age. (This period may later be shortened to an eight year total by volunteering for six months of active duty.)
5. Enroll in one of the reserve officer programs and serve as an officer on active duty for two or more years after graduation. (A reserve obligation would also follow.)

For the boy who would like to complete his active duty before going to college, the first three plans would be suitable. He may make the arrangements for a six month tour of duty shortly prior to his graduation, and the reserve unit will delay ordering him to active duty until graduation. By

going directly from high school to the service, there is apt to be a lag of educational interest while in the service. This would be especially true if the tour of duty is more than six months.

While in the service, the boy who has begun his college education will move above that group of men who fall into the classification "completed high school." If the man has been to college, his training will put him in a more likely position to secure a job in the area of his proposed career. However, it is advantageous, if the prospective serviceman has some tangible training and/or experience in the area in which he wants to be assigned. It sounds much better to say, "I am going to be an engineer, and I have taken 45 semester hours of engineering at the University of California," than to say, "I am going to college to study engineering when I get out of the service."

Many students today feel that they should start college and continue until they are drafted. Some of them are not certain what they want to study, and most of them are not sure how far they will go before they are drafted. While this plan does involve a step in the right direction, the student should assume the attitude that he is accomplishing something, not just wasting time waiting for his induction notice. Even if he is unable to complete college, he will have accomplished much toward his educational goal. Also, he will probably be able to return to the routine of school after his tour of duty with a minimum of difficulty.

If the student is undecided about his major, a semester or two before entering the service provides an opportunity for exploring the curriculum. He may also be able to make some academic progress in the field he selects for a major. The important fact is that the young man set a definite educational goal and work toward it in so far as it is possible.

The student who wants to finish college before entering the service may accomplish this in three ways. There are educational deferments, reserve officer programs, and the National Guard or reserve components. An educational deferment simply requires the student to maintain his grades so that he ranks in a certain fraction of his class. The actual requirement varies with the year in college. The reserve officer plans require the student to take certain classes in military science in addition to his regular program. He is also required to maintain his grades and attend one summer camp. The student can, of course, secure his deferment through the National Guard or reserve and continue his college studies independently of military participation.

Having discussed the various alternatives, let us now consider the student. The first thing to determine is whether or not he has made a decision about further education. High school guidance and teaching personnel are qualified to assist students in selecting an educational objective. This ar-

ticle discusses only those aspects of the problem peculiar to the military obligation of our young men. The second consideration should be whether the boy is qualified for and has the means for entering college immediately. Does he have the money . . . the necessary grades? Could he maintain a deferment on the basis of grades in college? Could he pass the reserve officer physical?

These problems involve a self-inventory by the student. Once the student realizes exactly where he stands, he can look at the various alternatives and see how each would fit his particular situation. The counselor can help the student explore these various plans and evaluate them in the light of his individual situation so that he can select the best plan.

For further information on enlisting the student should see his local recruiting office. The student should bear in mind that he will serve a longer period by enlisting, and he should receive some compensating advantage for this extra period of service. To volunteer for induction, the student should consult his local draft board. The local reserve units and the National Guard can supply information on their programs. Students interested in the reserve officer programs should be referred to the college of their choice for complete details.

The young man about to enter the service may or may not be interested in the educational opportunities available to him as a serviceman. Assuming the young man going into the service is interested in progressing toward his educational goal, we will discuss these educational opportunities.

Before entering the service the student can do some helpful investigating and planning. The first thing he should do is to set up an educational goal and try to select a college. Once this is done, the student should ask this college what their policy is on the acceptance of USAFI (United States Armed Forces Institute) courses. Most schools have established a definite policy, but there are differences in school policy. The student should secure a copy of the college catalogue and determine if the college offers correspondence courses. Armed with this information, the student can decide what courses he would like to take while in the service.

It is probably unwise to attempt any courses while in "basic" training. When the student goes to a service school, or is permanently assigned, he can start his education. Let us now look at the choice offered to the serviceman.

From nearby colleges he can take evening classes on the campus, or extension classes on post. For servicemen overseas, the University of Maryland offers classes in the European theater, and the University of California offers classes in the Far East. These classes offered by the colleges are the best opportunity we have, and they are available at most military installations in Europe, the Far East, and the Continental United States. For



overseas students, the government pays about 75% of the cost of the class, and the student pays the balance. The fraction varies slightly for classes with colleges in the United States, but they are a bargain anywhere.

If such classes are not available, or if the desired subjects are not offered, the other option is to take correspondence courses. Admittedly they are not as good, but they offer some advantages not found in regular classes. The student may work as fast or as slowly as he pleases, and he may work whenever he has the time. Correspondence courses may be taken from the college the student later plans to attend, from the United States Armed Forces Institute, or from one of the universities affiliated with USAFI. A \$2.00 registration fee is the only charge for regular USAFI courses. All books and materials are furnished free, and the student may take as many courses as he is able to complete without any additional charge. The books alone are worth that much.

For courses from universities affiliated with USAFI, the student pays a fee to cover registration and text book cost, and the government pays for the lesson service. It would be more expensive to take courses directly from a college not connected with the USAFI program, but for the student planning to attend that particular college, the advantages are readily apparent.

The student should have no difficulty learning where to register. Usually there are numerous posters advertising the educational program and indicating the location of the office. Recruits usually have a class discussing the educational opportunities to orient them to the available facilities.

In addition to the already-discussed educational opportunities, the serviceman may broaden his education by travel, foreign service, military schools, service jobs, libraries, and so forth. Often the serviceman has little choice in such matters as schools and assignments, but he should make the best of the situation in which he finds himself.

To secure credit for courses taken through regular colleges or universities, the student should ask them to send a transcript to his college. For courses taken from USAFI, the student should have USAFI send a request for evaluation to his college. Forms requesting this service are available to servicemen at their education centers.



# Counselor Duties—A Survey\*

FLORENCE E. PURCELL

*Counselor, Sewanhaka High School, Floral Park, New York*

School counselors constitute a typical group in the field of education when it comes to "shop talk." Wherever and whenever members of our profession gather, the conversation is sure to turn to such questions as, "What is your case load?" "Do you have evening office hours?" "Are you assigned extra jobs?" The exchange of information is of particular interest because the situations of counselors, even in close geographical proximity, vary widely.

Many counselors, however, are interested in comparing situations, because of their determination to improve their own efficiency. Therefore, they seek opportunities for cooperative study of counseling responsibilities. As in any other area of education, accurate information about local conditions is needed as a base for the development or implementation of improved standards. Members of the Long Island Guidance Association were aware of this need.

Accordingly, Miss Grace Geiger, former President of the Long Island Guidance Association, appointed a committee to make a survey of the local schools to determine the nature of the work being performed by local counselors. The committee was composed of Everett Woodman, Head Counselor of Great Neck Senior High School, and Fredric Forman, Guidance Director of Malverne High School, with the writer as chairman.

The committee decided that a questionnaire would be used to gather the desired information. Two problems, in particular, faced the committee in developing a suitable questionnaire. First, it was considered essential that the questionnaire be brief, simple to answer, and easy to tabulate. Second, it was considered essential that the questionnaire be broad enough in scope to cover most of the varied activities carried on by counselors in the numerous schools in the area. After considerable deliberation, a three page "yes or no" type of questionnaire was developed.

One hundred fifty-four questionnaires were mailed to counselors in Nassau and Western Suffolk Counties, the area covered by the Long Island Guidance Association. Replies were received from 106 counselors. Although the summary which follows will not withstand rigid statistical scrutiny, it does provide a good overview of the work being performed by local counselors and serves to point out some of the areas in need of improvement.

\* A summary of the survey conducted by a committee of the Long Island Guidance Association. Copies of the report available by writing Mr. Berthold Willenbrock, Office of Admissions, I. I. Agricultural & Technical Institute, Farmingdale, N. Y.

## RANGE OF COUNSELING RESPONSIBILITIES

Ninety-four per cent of the counselors who participated in this survey are employed in grades seven through twelve. Only 4 counselors have duties which include the elementary grades.

## TIME DEVOTED TO GUIDANCE DUTIES

Seventy-one per cent of the counselors reporting are employed on a full time basis. Thirteen per cent devote one-quarter of their time or less to guidance duties. The remaining 16% run the gamut in-between.

## LENGTH OF AVERAGE WORKING DAY

The median working day indicated by counselors is eight hours. This figure represents 40% of the total group. Several counselors gave an average working day of six and one-half hours, while 5 counselors reported working ten hours daily.

## PUPIL LOAD

The median load shown was between 500-599 pupils per full time counselor. The range of case loads, however, is wide, with 3 counselors reporting a load of fewer than 200 pupils and 7 counselors reporting pupil loads well in excess of 1,000.

## DUTIES

*Counseling*

More than 95% of the counselors are concerned with educational, vocational and personal adjustment problems.

The few not included tend to be guidance directors or school psychologists.

*Schedule making*

Fifteen per cent state that they are assigned the task of preparing the school's master schedule.

Fifty-five per cent of the counselors actually assign pupils to particular class sections.

*Attendance*

Sixty-four per cent counsel on chronic attendance problems. 9 per cent keep daily attendance records while 4 per cent check registers.

*Measurement*

Seventy-five per cent of the counselors administer tests.

Thirty-nine per cent score them.

Thirty-five per cent record the results on record cards.

Ninety-three per cent interpret test results.

*College Applications*

Thirteen per cent record marks on transcripts.

Sixty-seven per cent write personal recommendations.

*Group Guidance*

Little emphasis is placed on formal group guidance. Only 21 per cent of the counselors report teaching guidance classes, and 28 per cent conduct homeroom programs. However, 57 per cent conduct interest group meetings, while 23 per cent conduct career day programs.

*Case Conference*

Seventy-six per cent of the counselors state that they use the case conference technique. However, only 27 per cent hold case conferences as often as once a month.

*Special Assignments*

Forty-two per cent report they are assigned the supervision of extra-curricular activities. The activities range from Student Council and Honor Society to the Wrestling Team and the Stamp Club.

Twenty-three per cent have special duties such as lunch room supervision, detention, substitute teacher duty and study hall.

## CLERICAL HELP

Fifty-five per cent have the services of a paid, full time secretary or clerk.

Seventy per cent spend half hour per day or more on clerical activities.

## SUMMER RESPONSIBILITIES

Fifty-two per cent of the counselors have responsibilities which require them to work beyond the close of the normal school year. The length of time involved varies from one or two days to a month. The median is two weeks beyond the June closing date.

Seventy per cent return to their duties prior to the opening of school in September. Again the length of time varies from a day or two before school begins, to 3 weeks before the opening. The median reported is one week.

## EVENING RESPONSIBILITIES

Twenty-five per cent regularly devote evenings to counseling with parents or others. These conferences are most frequently held either once or twice a week.

## REMUNERATION

Seventeen per cent report that they are on a separate salary schedule for counselors. The maximums paid vary from \$7,200 to \$11,000 per year.

Forty-two per cent receive a salary differential for the work performed in guidance. These differentials vary from \$200 to \$500, or more. The median could not be clearly determined on the basis of the information given.

Twenty per cent receive additional compensation for summer work. Again the amount varies from \$100 to \$525. Several persons said that they were paid either one-twelfth or 10 per cent of teaching salary.

## IMPLICATIONS

Although this survey reveals nothing new or startling, it certainly makes it increasingly obvious that counselors are being required to perform a wide variety of duties. Ranging from purely clerical activities such as scoring tests, to administrative chores such as preparing the master schedules, they also include such miscellaneous jobs as supervising clubs and substituting for absent teachers. The loss of counseling time occasioned by the foregoing should be clearly apparent.

If counselors are to offer truly professional guidance services, it is obvious that they must work toward these major objectives:

- A. The assignment to counselors of professional guidance responsibilities
- B. The procurement of adequate secretarial help
- C. The attainment of a salary scale commensurate with their responsibilities

It is hoped that other organizations will find the report valuable in stimulating further study of the problem of minimum standards for counseling in their local areas.

# The Integration of Guidance and the Industrial Arts Shop

KENNETH A. MEYER

*Roosevelt Junior High School, Westfield, New Jersey*

No other place in our school curriculum offers the opportunity for guidance as does the industrial arts shop. Let us look at some of the objectives and outcomes of industrial arts: exploration, general guidance, household mechanics, avocations, hobbies, social habits and insights, consumer knowledge and appreciations.

The industrial arts teacher, because of the informality of the class, has a better opportunity to know his students. Most boys and girls enjoy their shopwork so that it is easy to establish a teacher-pupil friendship. As a result, the shop teacher is in the position to give personal advice and guidance to which the student is more likely to listen.

When I used the word integration in my title, I did not use the word haphazardly. Many shop men and guidance people firmly believe that guidance both integrates and correlates with the industrial arts program. You the reader may ask how.

We who teach the shop programs want to provide for the youngster coming into the junior-senior high school a background and understanding of industry relating to the specific vocation being studied. The purpose is to enable the student to be a more intelligent worker by showing the place of his skill in the complete industrial process. Furthermore, it should be an aid in keeping pace with today's changing situations and facilitating a transfer to a related skill in the event of unemployment.

We want to develop an understanding of the working world and the place of the worker in society. We want the student to understand industrial organizations and relations. And above all, we want the student to prepare himself for industrial leadership and foremanship.

Many teachers, lacking adequate training in and appreciation of the guidance program, feel that counseling is something that is added to a teaching load. The majority of the industrial arts men do not feel this way. We realize the many ways in which our program sets the stage for a counseling relationship with our students. We also realize that the deepest impressions made by the teacher are those made when he is teaching, whether it be the academic background of shop work or the actual work done by the student at his bench. A guiding hand on the shoulder can sometimes accomplish a great deal more than having a student across from you in the formal counseling situation of a guidance office.

We as shop teachers, are not only teachers, we are also counselors. Through our actions, attitudes, and the help we give the student we can guide them to a successful future, whether it be to a vocation, to college or to the military.

### Editorial (*Continued*)

is not an ASCA member is a potential member. Your membership chairman and his coworkers have pledged their continued support to the membership drive. This is borne out in Doug Dillenbeck's appointment, with ASCA Board of Governors approval, of Mr. George Murphy, Catonsville Junior High School, Catonsville, Maryland, as his assistant.

But we cannot rest on the laurels of the membership chairman and his workers. There is a tremendous job yet to be done. Each ASCA member can have a part in this drive. In fact, he should make it his responsibility to acquaint potential members with the advantages of ASCA membership. The new member will derive much personal value and satisfaction and the professional status and working conditions of all counselors will be enhanced. One of our New Year's resolutions should be to acquaint as many of our fellow-workers as possible with ASCA and what it has to offer counselors on-the-job.

## Letter to the Editor

Dear Editor:

There are many of us counselors who would like to hear a current discussion of the counselor's role in relation to discipline on the high school level. I am hoping that we may have such a discussion in the pages of THE SCHOOL COUNSELOR.

HANNAH S. ZOOGMAN, *Counselor*  
*Christopher Columbus High School*  
*The Bronx, New York*

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## COMMITTEE CHAIRMEN AND REPRESENTATIVES

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*Nominations:* RUTH M. WACK, Counselor, Towson High School, Towson, Maryland

*Program 1957 Convention:* ALICE M. MOORE, Counselor, Lowery School, Dearborn, Michigan

*Constitution:* T. J. KUEMMERLEIN

*Publications:* T. J. KUEMMERLEIN

### SPECIAL COMMITTEES

*Membership Statue and Standards:* J. CARTER PARKES

*Developmental Activities:* HARRY SMALLENBURG

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## ASCA PROGRAM HIGHLIGHTS

### APGA CONVENTION, DETROIT, MICHIGAN

APRIL 15-18, 1957

ASCA has a program planned which we feel will meet the needs and interests of all of its members. For the first time we have planned some interest section meetings which we hope will stimulate interest in various guidance and related pupil personnel areas. These interest sections will continue on a year-long basis through committee work. This plan has been successful in other organizations and it seems plausible for ASCA to move in this direction.

Plans are being made in Detroit for a symposium of outstanding persons in the field of guidance. Thus school counselors can have the benefit of hearing these persons and can also have the opportunity in an informal way to become better acquainted with them.

Psychotherapy in the school program is a timely topic for all pupil personnel workers. For this reason we have asked Dr. Ralph Rabinovitch, internationally known for his work with disturbed children, to lead a discussion in this vital area. He has promised us a most interesting and enlightening presentation.

Social workers have long been interested in the programs of ASCA. For this reason we have planned a general session which will have dual appeal both to the school counselor and to the social worker. Mrs. Harold F. Banister of the Vocational Guidance and Rehabilitation Services will serve as chairman of this session. She is planning an unusually fine program on the effective use of community agencies.

Much more could be told of our plans, particularly those we have scheduled with other divisions of APGA but we want you to have some surprises when you arrive in Detroit. This is a convention you cannot afford to miss so start making your plans to attend now.

ALICE M. MOORE, *Program Chairman*

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